

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><u>Questions to Focus Learning</u></p> <p>If an author's meaning is not always clear, how can I defend my interpretation of a text?</p> <p>Skilled readers will explain how supporting details reveal meaning in a text, whether stated explicitly or implicitly. They can use thorough textual evidence to support their inferences and analysis about a text, even when the text leaves matters uncertain.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none"> a. I can draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading. b. I can determine where the text leaves matters uncertain and be able to infer what happens next. c. I can support my conclusions with explicit and implicit textual evidence. d. I can synthesize evidence collected from the text to best support my conclusions. <p><u>Vocabulary</u></p> <p>Explicit: clear and specifically expressed.</p> <p>Implicit: understood though not directly expressed.</p> <p>Inference: an assumption based on evidence and reasoning.</p> <p>Synthesize: to form by bringing together separate parts.</p> <p>Textual evidence: evidence or support for a position derived from the text itself. Examples of textual evidence are quotations, paraphrase, and summary.</p>

	<p><u>Teacher Tips</u></p> <p>Thinking Notes - Demonstration of how to teach students effective annotation.</p> <p>Interactive Discussion - Excellent model and lesson plan on how to teach students in-depth analysis of literature.</p> <p><u>Vertical Progression</u></p> <p>RL.K.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.11-12.1](#)